

St Ann's RC Primary School

SEN Criteria for
referral to Educational
Psychology Service

Our School's Mission Statement 'We, the family of St. Ann's rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best we can be.' Motivate, learn, inspire.'

Appendix 1

Referral to the Educational Psychology Service

The decision to refer a pupil to the Educational Psychology Service will be made at the discretion of the Headteacher and SENCO, on a case by case basis. The following criteria will be adhered to when making this decision.

Cognition and Learning Difficulties

- Low rate of progress in skill development identified, following a minimum of two terms of SEN Support Stage intervention
- Pupil is operating at or below the 2nd centile in literacy and / or numeracy skills
- School and parents agree the need to refer to EPS

Social, Emotional and Mental Health Difficulties

- The BIP has been reviewed and amended at the SEN Support Stage over two time periods (minimum one term)
- Additional provision has been made by school
- There is an understanding of the causes, nature and patterns of the behaviour
- There is a reinforcement of motivating factors

Communication and Interaction Difficulties

- The pupil may demonstrate impaired language development, as confirmed by a Speech and Language Therapist
- The pupil may have a significant receptive or expressive language difficulty
- The pupil may have a severe and complex speech sound difficulty
- The pupil may have language scores at or below the 10th centile on standardised tests administered by SLT, and be in the average range of ability or above using a test of non-verbal reasoning
- Consultation with relevant professionals, where appropriate e.g. CAMHS, SLT and their advice incorporated into IEPs
- Use of two IEPs at the SEN Support Stage

Sensory Impairment

- Letter from the Ophthalmologist/Audiologist
- Pupil has severe visual impairment
- Pupil has severe or profound sensory-neural hearing loss
- Long term prognosis of impairment

- TSISS provide specialist advice and/or support
- TSISS provide specialist equipment

Physical Needs

- The pupil receives Physiotherapy/Occupational Therapy from health professionals either in school or clinic on a regular basis
- The pupil requires specific approaches and learning materials which are not usually available in school
- The pupil requires specific equipment to be able to carry out some or all work tasks in class
- The pupil requires support to undertake activities in class, after appropriate differentiation and equipment has been provided
- Occupational Therapy/Physiotherapy assessment standardised scores are 75 or below